DOCUMENT RESUME

ED 359 050 SE 053 471

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TITLE	Computers into Classrooms: More Questions than Answers.
REPORT NO	ISBN-1-85000-645-8
PUB DATE	93
NOTE	245p.
AVAILABLE FROM	Falmer Press, Taylor & Francis Inc., 1900 Frost Road, Suite 101, Bristol, PA 19007 (ISBN-1-85000-x, cased; ISBN-1-85000-645-8, paper).
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052) -- Collected Works - General (020)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	Academic Records; Art Education; Careers; Case Studies; Communications; *Computer Assisted Instruction; *Computer Managed Instruction; Computers; Computer Uses in Education; Discovery Learning; Discovery Processes; Educational Research; *Educational Technology; Elementary Secondary Education; Equal Education; Females; Foreign Countries; Instructional Materials; Mathematics Education; *Microcomputers; Records Management; Sex Differences; *Teaching Methods; *Technological Literacy; Technology Education
IDENTIFIERS	Collaborative Writing; *United Kingdom

ABSTRACT

This is one of a series of three books addressing the question of the nature of technological literacy. This volume, consisting of an introduction, an epilogue, and 12 chapters, focuses on classrooms and classroom processes involving computers and deals directly with teacher and student usage of microcomputers in teaching and learning. The 12 chapters are: (1) "Computers and Exploratory Learning in the Classroom" (Richard Ennals); (2) "Siuli's Maths Lesson: Autonomy or Control?" (Alec Moore); (3) "A Case Study of Microcomputers in Art Education" (Robert Blomeyer); (4) "Appropriate Tools? IT in the Primary Classroom" (Les Watson); (5) "Word-Processors and Collaborative Writing" (Graham Peacock); (6) "What Can't Speak Can't Lie: Computers and Records of Achievement" (Christopher Pole); (7) "The Training Materials Network" (Nicholas Peacey); (8) "Mapping the Offers: Databases of Special Educational Needs INSET" (Oleg Liber); (9) "Computing: An Ideal Occupation for Women?" (Peggy Newton and Eevi Beck); (10) "Gender Equity and Computing in Secondary Schools: Issues and Strategies for Teachers" (Lorraine Culley); (11) "Computers, Dominant Boys and Invisible Girls: Or 'Hannah, it's not a toaster, it's a computer!'" (John Beynon); (12) Micros in Action: Three Classroom Case Studies" (Mary Shooter, Patricia Lovering, and Sheila Bellamy). The epilogue is "Technological Literacy: Where Do We All Go From Here?" (John Beynon). A section of notes on the contributors and an index are provided. (MDH)